Slides for Module 7

Module 7	7-1
Module 7 goal	7-2
Objective	7-3
First-year time line	7-4
Coming into the process	7-5
Activity: Coordinator preparation	7-6
Milestones and benchmarks	7-7
Optional activity: Developing a time line	7-8
Thought for the day	7-9



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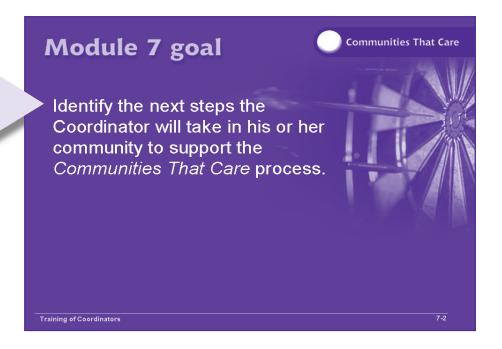


Notes

In this last module, you'll work on steps that you can take to identify where you'll be coming into the Communities That Care effort and what you can do to prepare yourself to start supporting that effort. This will be done on several worksheets that you'll begin to work on here and, depending on how much you know about your community's efforts, will finish after this training.

7—3





Review the goal.

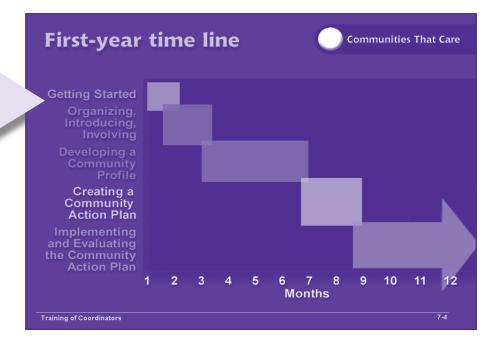


Notes

Review the objective.



Notes



Let's review the first-year time line to make sure you're familiar with the steps we've gone over in this training.

Remember, these time frames are approximate—the actual time line will vary from community to community.

Review the slide.

During Phase One: Getting Started, community leaders use the Tools for Community Leaders guidebook to lay the foundation for the Communities That Care effort.

Phase Two: Organizing, Introducing, Involving features the Key Leader Orientation and the Community Board Orientation. These training events lead to the formation of the Key Leader Board, the Community Board and the work groups.

Phase Three: Developing a Community Profile includes the Community Assessment Training and the Community Resources Assessment Training. These events prepare board members to write the Community Assessment Report and the Resources Assessment Report.

In Phase Four: Creating a Community Action Plan, board members use the results of the Community Assessment Report and Resources Assessment Report to guide the development of a Community Action Plan.

During Phase Five: Implementing and Evaluating the Community Action Plan, Community Board members attend the Community Plan Implementation Training. The goal of this training is to ensure that the Community Board has the skills and resources necessary to implement the Community Action Plan and sustain the Communities That Care effort.

Coming into the process

Communities That Care



Slide 7-5

The Coordinator will need to determine:

- where the community is in the process and what actions have already been taken
- what work needs to be done in order for him or her to catch up to where the community is in the process.

Objective: Begin supporting a community in the **Communities That Care process.**

It's important to remember that not all Coordinators will come into the Communities That Care process in the same way or at the same time.

Some Coordinators will be selected during Phase One and will be supporting the community right from the beginning of the prevention effort. This is an advantage because the Coordinator will be able to support and understand the community's needs and actions better as a whole. He or she will also know most of the participants involved in the process and will be able to establish better lines of communication.

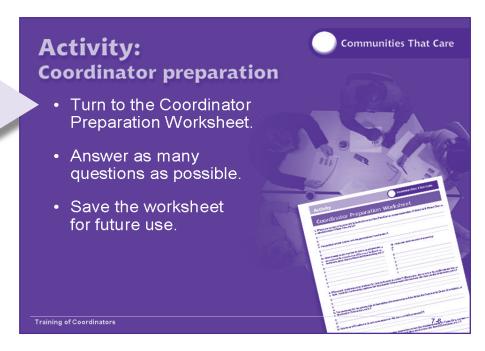
Other Coordinators may not be hired until the community is into Phase Two, or perhaps even between Phases Two and Three. A Coordinator in this position will need to work to catch up with the community in order to support the rest of the community's efforts.

The Coordinator will need to determine:

- where his or her community is in the Communities That Care process and what actions the community has already taken
- what work needs to be done in order for him or her to catch up to where the community is in the Communities That Care process.







Objective: Begin supporting a community in the Communities That Care process.

The following activity can give you a good start in recognizing where you'll be coming into the community's prevention efforts and how much work it will take to become familiar with those who are already involved.

Activity: Coordinator preparation

Time: 15 minutes

Instructions:

- Ask participants to turn to the Coordinator Preparation Worksheet in their Participant's Guides.
- If there are people from communities that are close in geographical location or share resources, they may pair up to help answer the questions. If not, have participants work alone.
- Have participants answer the questions they are able to at this time. If they do not have certain information, they can save the worksheet until after the training to complete it then.

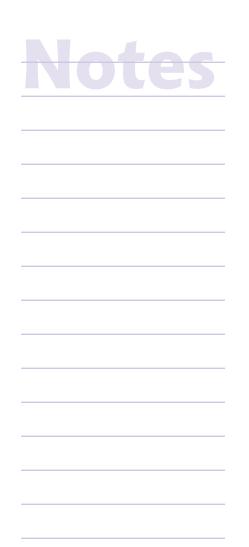
Note to trainers: Remind participants that they can look back over the training materials to help them determine what catch-up work they need to do.

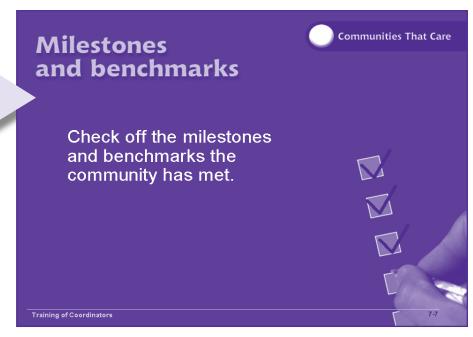


Coordinator Preparation Worksheet

. The point at which I came into the process as Coordin	ator:
Ba. Work I need to do in order to catch up (examples: get a list of Key Leaders and Community Board members, get a copy of the readiness survey, etc.):	3b. Who can help me with this work:
survey from Tools for Community Leaders, the Key Lead	
4. What work has been completed so far that I will need survey from <i>Tools for Community Leaders</i> , the Key Lead Orientation, etc.) 5. The next step for my community is (examples: the comprisentation, Key Leader Orientation, etc.):	er Commitment Forms from the Key Leader
Survey from Tools for Community Leaders, the Key Lead Orientation, etc.) 5. The next step for my community is (examples: the cor	er Commitment Forms from the Key Leader







Objective: Begin supporting a community in the Communities That Care process.

As you know, milestones and benchmarks are the most effective way of tracking your community's progress. Once you have figured out what work has been done (i.e., what worksheets have been completed, who has been selected as the Champion, Catalyst, etc.), you will know what milestones and benchmarks have been met.

In the Appendix of your Participant's Guides, you will find a checklist of the Communities That Care milestones and benchmarks. This list has boxes for each milestone and benchmark for each of the five phases. You can check off each milestone or benchmark that has been met so you will know exactly where your community is in the process.

Optional activity

If participants are sure of where their communities are in the *Communities That Care* process, have them check off the milestones and benchmarks that have been met so far.

Allow about 10 minutes.

Participants should check off only milestones and benchmarks they are sure have been met. If they are unsure, they should wait until after the training to confirm with other community members.

You should keep this checklist for the duration of your work on the Communities That Care team. In many cases you will need to collect documents associated with each of the completed milestones and benchmarks for your files.

Also, consider periodically copying this list and distributing it to Key Leaders and Community Board members in order to keep them updated on what milestones and benchmarks have been met and which ones still need work.





Notes

Objective: Begin supporting a community in the Communities That Care process.

Optional activity: Developing a time line

Time: 10 minutes

Instructions:

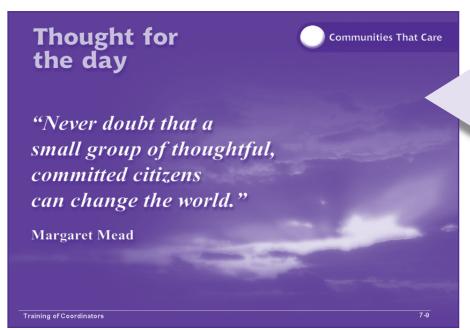
On the Community Planning Time Line worksheet, participants should fill in future events and meetings that have been scheduled or will be scheduled in the near future. They should use the Coordinator Preparation Worksheet to determine their community's current stage, then fill in the specific next steps that will be taken.

The time line should include key actions such as choosing a Champion or collecting Key Leader Consent Forms. Participants should also list and set dates for:

- the next training event that is scheduled for the community
- upcoming conferences and community events they are aware of
- other key Community Board activities.

Remind participants that some actions and events may require more research before they can be fully planned, and that this time line may require revision as the community moves forward.

Community Planning Time Line NOV OCT SEPT MAY JUNE JULY AUG APR MAR FEB Major actions/events





Notes

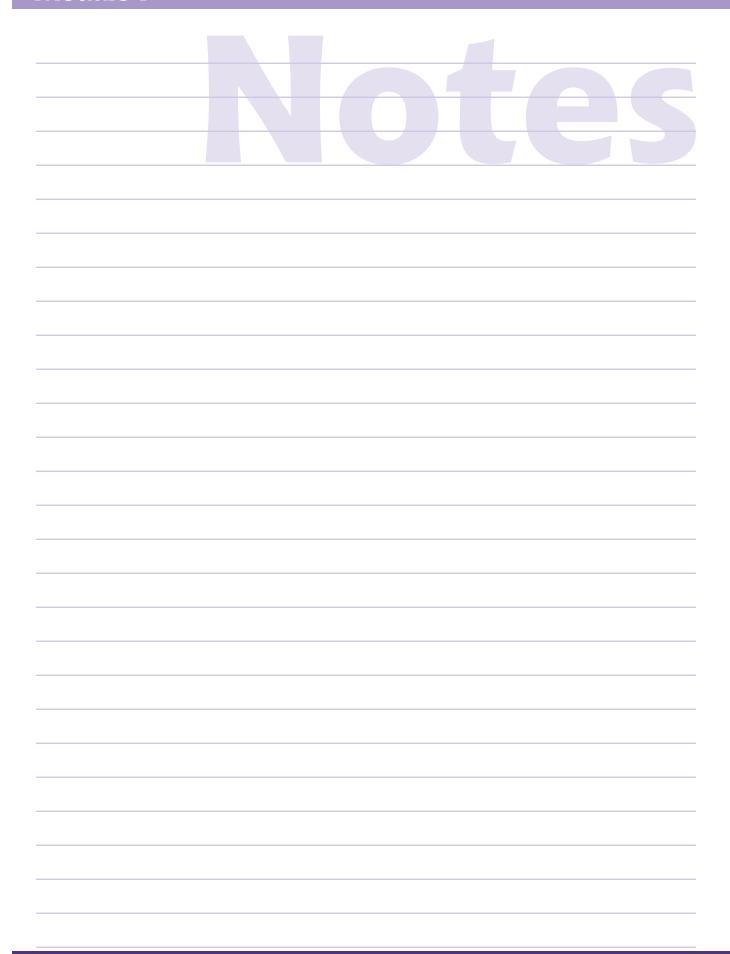
Wrap-up

Thank participants for their hard work.

If possible, confirm important next steps, including the date of the next training.

Ask participants to complete a Training Evaluation form. Remind participants that they can find a copy of the form in the pocket of the Participant's Guide.

Trainers: Please be sure to complete a Service Report for this training.



Appendix 1:

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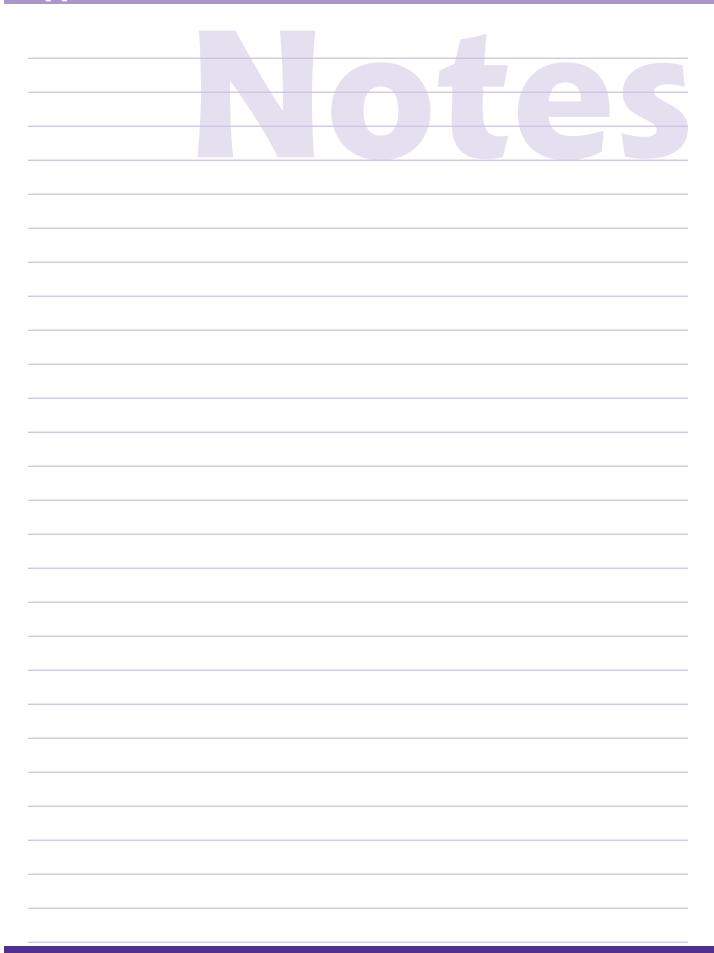
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Appendix 2:

Communities That Care Milestones and Benchmarks Checklist

Phase One: Getting Started

Milestones	Benchmarks
Organize the community to begin	Designate a single point of contact to act as a catalyst for the process.
the Communities That Care process.	Identify a Champion (a community leader) to guide the process.
Ga. 5 p. 66666.	Inventory existing community services addressing youth and family issues.
	Identify a lead agency committed to supporting the project.
	Secure a Coordinator (to work at least half time).
	Form a core work group to activate the process.
	Develop a roster of Key Leaders to involve in the process.
	Prepare an initial work plan and time line for getting started.
	Identify and secure the resources needed to get started.
Define the scope of the prevention effort.	 Define key aspects: Define the community to be organized.
	☐ Identify the health and behavior issues to be addressed.
	☐ Agree on what is involved in the "prevention" response.
	☐ Identify legislative/funding supports or constraints.
	☐ Agree on the Community Board's role.
	☐ Begin to define how the Community Board will operate in the community
	Summarize issues related to the key aspects.
	Develop an action plan to address outstanding issues related to the key aspects.

Milestones	Benchmarks
Identify community readiness issues.	Investigate community readiness issues. Ensure agreement on issues to be addressed. Ensure that community members have a common definition of "prevention." Ensure that the community values collaboration. Ensure that community-wide support exists for a risk-and protection-focused, data-driven, research-based, outcome-focused prevention approach. Obtain school district support for the Communities That Care Youth Survey. Administer the survey as early as possible. Plan for coordination among existing initiatives and planning efforts. Identify community stakeholders. Identify other community readiness issues.
Analyze and address community readiness issues, or develop a plan for addressing them.	Analyze outstanding community readiness issues. Address "show-stopper" issues (critical to moving forward). Develop an action plan for addressing outstanding community readiness issues.
The community is ready to move to Phase Two: Organizing, Introducing, Involving.	Develop a work plan for moving to Phase Two: Organizing, Introducing, Involving. Identify and secure the resources needed for Phase Two.

Phase Two: Organizing, Introducing, Involving

	Milestones	Benchmarks
	Engage Key Leaders	Hold the Key Leader Orientation.
	(positional and informal).	Obtain formal Key Leader commitment.
		Identify the role of Key Leaders.
		Identify a Key Leader Board (a core group of Key Leaders).
		Develop a plan for communication between the Community Board and Key Leaders.
		Solicit Key Leader input on potential Community Board members.
		Obtain necessary memoranda of agreement or joint-operating agreements from relevant stakeholder groups.
	Develop a Community Board to facilitate assessment, prioritization, selection,	Identify and recruit a diverse, representational group of potential Community Board members.
		Hold the Community Board Orientation.
implementation and evaluation of tested,	implementation and evaluation of tested,	Ensure that Community Board members understand their roles and responsibilities.
	effective programs, policies and practices.	Establish an organizational structure (including leadership roles and committee and/or work-group structures).
		Define the Community Board's relationship with other coalitions and collaboratives.
		Develop a formal method of communication among the Coordinator, Community Board members and the Key Leader Board.
	Ensure the development and approval of an initial work plan and time line for implementation by stakeholders.	
		Develop a documentation mechanism for the <i>Communities That Care</i> process.

	Milestones	Benchmarks			
	Educate and involve the community in the Communities That	Develop a vision statement with input from Key Leaders, the Community Board and community members. Share the statement with community members.			
	Care process.	Inform community members of the Communities That Care process.			
		Develop mechanisms for involving community members.			
		Create a plan for involving youth.			
		Ensure that the Community Board has developed a process for ongoing communication with the community.			
		Develop an orientation mechanism for new Key Leaders and Community Board members.			
	The community is ready to move to Phase Three: Developing a Community Profile.	Create an initial work plan and time line for Phase Three: Developing a Community Profile.			
		. •	. •	Developing a Community Profile.	

Phase Three: Developing a Community Profile

Milestones	Benchmarks
The Community Board has the capacity to	Create a Risk- and Protective-Factor Assessment work group to conduct data collection and analysis.
conduct a community assessment	Hold the Community Assessment Training.
and prioritization.	Ensure that the work group has the appropriate skills and expertise.
	Develop a work plan and time line for data collection and analysis.
	Identify and secure the resources needed for the assessment process.
Collect community assessment information	 Ensure that the Communities That Care Youth Survey has been conducted.
and prepare it	
for prioritization.	Collect archival data as needed to supplement the Communities That Care Youth Survey.
	Prepare the Communities That Care Youth Survey and archival data for prioritization.
Prioritize populations or	Identify populations with high levels of risk and low levels of protection.
 geographic areas for preventive action, based on risk- and protective-	Identify geographic areas with high levels of risk and low levels of protection.
factor data.	

Milestones	Benchmarks
Identify priority risk and protective factors.	Decide who will be involved in the prioritization process. Identify priority risk and protective factors. Brief Key Leaders on the community assessment results. Prepare and distribute the Community Assessment Report.
Conduct a resources assessment and gaps analysis.	Create a Resources Assessment and Evaluation work group to conduct the resources assessment and gaps analysis. Involve service providers and other youth service agencies in the resources assessment. Hold the Community Resources Assessment Training. Identify and assess existing policies, programs and practices that address the priority risk and protective factors. Identify gaps in services. Brief Key Leaders on the resources assessment and gaps analysis results. Prepare and distribute the Resources Assessment Report.
The community is ready to move to Phase Four: Creating a Community	Develop an initial work plan and time line for Phase Four: Creating a Community Action Plan. Identify and secure the resources needed for Phase Four.

Phase Four: Creating a Community Action Plan

Milestones	Benchmarks
The Community Board has the capacity to create a focused Community Action Plan.	Hold the Community Planning Training. Ensure that the Community Board has the necessary skills and expertise to support plan development. Engage all stakeholders whose support is required to implement the plan. Create appropriate work groups to support plan development. Develop a work plan and time line for plan creation. Identify and secure the resources needed for plan development.
Specify the desired outcomes of the plan, based on the community assessment data.	Specify desired outcomes (long-term goals) for youth development. Specify desired outcomes for risk and protective factors.
Select tested, effective programs, policies and practices to address priority risk and protective factors and fill gaps.	Specify the population or geographic area to be addressed. Investigate tested, effective programs, policies and practices for each priority risk and protective factor. Involve Key Leaders, Community Board members, service providers, youth and community members in selecting tested, effective programs, policies or practices. Select tested, effective programs, policies or practices for each priority risk and protective factor. Engage organizations, agencies or groups to be involved in implementing each new program, policy or practice; obtain their commitment to implementation. Identify desired participant and implementation outcomes for each program, policy or practice.

	Milestones	Benchmarks
plans for each program, policy	implementation	Develop preliminary tasks, a time line and a budget for each new program, policy or practice.
	plans for each program, policy or practice selected.	Identify training and/or technical assistance needed for each new program, policy or practice.
	praetice serected.	Identify the resources needed to implement each new program, policy or practice.
		Identify potential funding sources and allocation strategies for each program, policy or practice.
		Involve youth in implementation planning as appropriate.
	Develop an evaluation plan.	 Develop a work plan and time line for the collection of problem-behavior, risk-factor and protective-factor data from participants every year, to measure progress toward the desired outcomes. Consider using the <i>Communities That Care Youth Survey</i> to measure progress.
		Develop a work plan and time line for the collection of participant and implementation outcome data for each new program, policy or practice.
Develop a written Comm	written Community	Ensure that Key Leaders, Community Board members and community members endorse the plan.
	Action Plan.	Distribute the plan throughout the community.
	The community is ready	 Develop an initial work plan and time line for Phase Five:
	to move to Phase Five: Implementing	Implementing and Evaluating the Community Action Plan.
	and Evaluating the Community Action Plan.	Identify and secure the resources needed for Phase Five.

Phase Five: Implementing and Evaluating the Community Action Plan

Milestones		Benchmarks
Specify the role of the Key Leader Board, Community Board and		Clarify plan-implementation roles and responsibilities for individual Key Leaders, Community Board members and service providers.
implementing and		Develop collaborative agreements with implementing organizations and providers.
evaluating the plan.		Hold the Community Plan Implementation Training.
		Ensure that the Community Board has the necessary skills and expertise to support plan implementation and evaluation.
		Develop appropriate committees or work groups to support plan implementation and evaluation.
		Engage and orient new Key Leaders, Community Board members and stakeholders to the <i>Communities That Care</i> process.
		Establish partnerships with outside evaluators as needed.
Implementers of new programs, policies or practices have the necessary skills, expertise and resources to implement with fidelity.		Ensure that implementers have received the necessary training and technical assistance. Ensure that funding has been acquired to support the implementation of each new program, policy or practice.
Implement new programs, policies and practices with fidelity.		Ensure that implementers have the necessary skills and tools to measure implementation fidelity. Ensure that the program, policy or practice reaches the targeted population.
		Ensure that the program, policy or practice includes sufficient timing, intensity and duration to achieve the desired results.
		Ensure that the program, policy or practice achieves the desired participant and implementation outcomes.
	Specify the role of the Key Leader Board, Community Board and stakeholder groups in implementing and evaluating the plan. Implementers of new programs, policies or practices have the necessary skills, expertise and resources to implement with fidelity. Implement new programs, policies and	Specify the role of the Key Leader Board, Community Board and stakeholder groups in implementing and evaluating the plan.

Milestones	Benchmarks
Conduct program- level evaluations at least annually.	Measure participant and implementation outcomes. Collect baseline, mid- and post-project evaluation data. Refine programs, policies and practices based on the data.
Conduct community- level assessments at least every two years.	Ensure that the Key Leader Board and Community Board review the plan every year. Ensure that the assessment of risk factors, protective factors and problem behaviors is reviewed at least every two years. Readministration of the <i>Communities That Care Youth Survey</i> , for example, can assist this review. Refine the plan based on the assessment results.
Share and celebrate observed improvements in risk and protective factors and child and adolescent well-being.	Share community and program-level evaluation results with the Community Board, the Key Leader Board and community members at least annually. Share community-level evaluation results after readministration of the Communities That Care Youth Survey.

